Western Australia.

Education Department.

Perth Modern School.

COURSES OF STUDY.

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Staff of the Perth Modern School.

Head Master:

J. Parsons, M.A.

First Master:

C. H. Sharp, M.A.

First Mistress:

Isabel E. Smyth, B.A.

Masters in Charge of Departments.

English:

C. H. Sharp, M.A.

Mathematics:

F. L. H. Sherlock, B.A.

Science:

H. E. Pearson, B.Sc.

Classics:

J. Reford Corr, M.A., LL.B.

Modern Languages:

G. A. Pfister.

Commerce:

A. T. Kirkpatrick.

Assistant Masters and Mistresses:

W. L. Brine.
Violet M. Gill.
Eugenie Hemy.
George Irving, M.A.
Mary C. Jolly, M.A.
C. G. Palmer.
P. J. Parker.
F. D. Pollard.
Ethelwyn Potts, B.A.
F. M. Reedy.

Domestic Science Instructress:

Lily F. Fowler.

Workshop Instructor:

W. A. Gardham.

Physical Instructor and Secretary:

G. P. Christian.

Visiting Master of Singing:

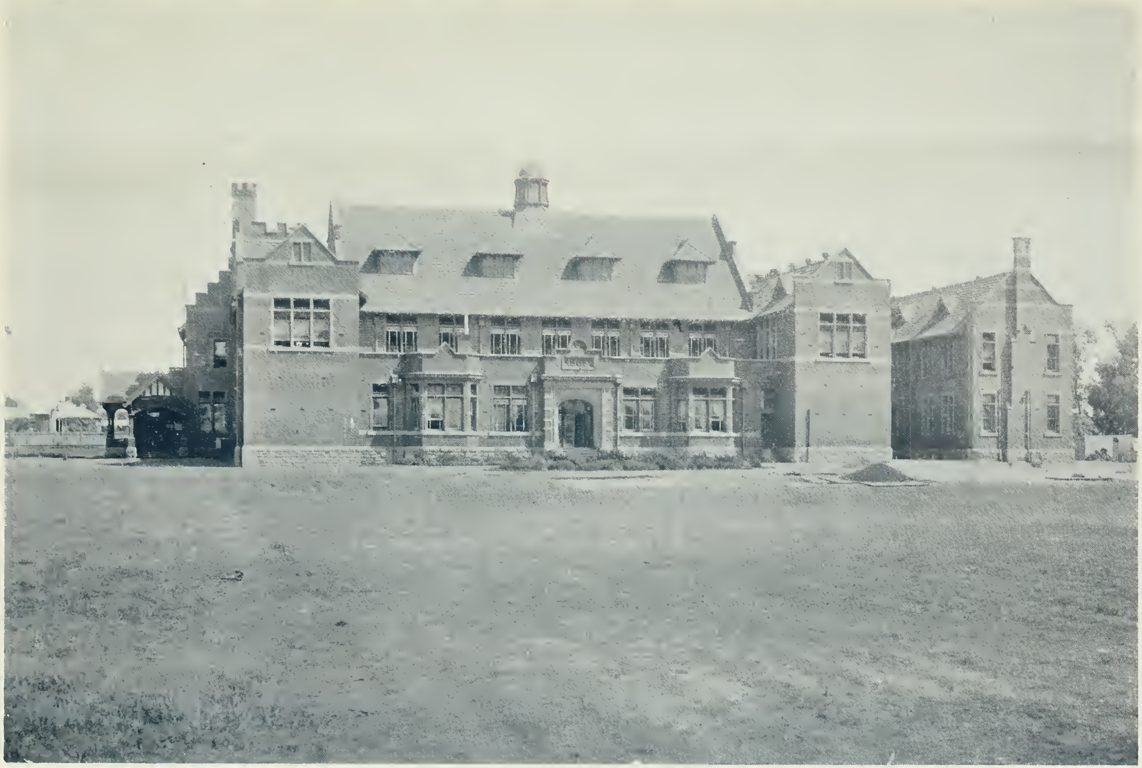
A. J. Leckie, F.R.C.O., A.R.C.M.

Visiting Art Master:

R. Hetherington.

Caretaker:

J. A. Fraser.



Perth Modern School.

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PERTH MODERN SCHOOL.

This school was opened by the Education Department in February, 1911. for the purpose of affording wider facilities for Secondary Education on modern lines to both boys and girls. It enables students to reach the standard required for entrance to the University, while providing also for those who desire to complete their education in the Secondary School. It is under the control of the Minister for Education.

Situation.

The school stands in about twelve acres of ground on the heights of West Perth. The grounds are within the Subiaco Postal Area, while the nearest Railway Station is West Leederville. The school can be reached in a few minutes from the Hay Street trams stopping at Thomas Street.

Buildings.

The school provides accommodation for nearly 400 students. The buildings include thirteen class-rooms fitted in the most modern style, Art Room, Library, Physics Laboratory, Chemistry Laboratory, Science Lecture Room, Biology Laboratory, Museum, Kitchen, Laundry, Dining Room, Workshop, Gymnasium, Agricultural Sheds, and various rooms used for administrative purposes. There is also a finely proportioned Assembly Hall. The Lavatories, etc., are all connected with the deep drainage and sewerage system.

Grounds.

On the north side of the main building is a fine cricket ground with turf wickets in the centre and concrete pitches for practice at one side. Near the cricket ground are two well laid asphalt tennis courts. The agricultural plots for experimental work are on the west side of the building, while on the east is the gravelled parade ground for the Cadet Companies. At the back of the main building are two large areas, one grassed with couch and the other with buffalo grass for use as a playground for the girls. The rest of the grounds is laid out with flower beds, ornamental trees, and shrubs.

Visitors.

The school is open to visitors at all times during school hours. Parents and others who desire an interview with the Head Master should write or telephone (235 Central).

Correspondence.

Letters should be addressed to the Head Master, Modern School. Subiaco. Correspondents are particularly requested to note that the Postal Address is "Subiaco," not Perth.

Boarding Houses.

The School is a Day School, but country students can obtain private board in accredited boarding houses that cater specially for students of the School.

Cost.

No fees are charged. The annual expenditure on books and sport does not exceed £4 per student.

Terms and Vacations.

The School Year begins, as a rule, on the first Tuesday of February. There are three terms, with vacations of two weeks each between the first and second and the second and third. The last term ends, as a rule, in the second week in December.

Conditions of Entrance.

As a rule pupils are admitted only at the beginning of a year.

1. There are about one hundred vacancies annually in the lowest part of the school filled as under—

    (a.) by Secondary Schools Scholarship holders,
    (b.) by those who gain a place in the school on the Modern School Entrance Examination.

Particulars as to the Secondary Schools Scholarships Examination which is held in the middle of October each year may be obtained from the Head Teacher of any State School or from the Education Department. The Modern School Entrance Examination comprises the same subjects of examination as the Secondary Schools Scholarship Examination, the only restriction as to the age of candidates being that they must be less than fourteen and a-half years of age on January 1st of the year in which they wish to enter the School. Entrance forms for these examinations may be obtained from the Education Department, Perth.

2. A few vacancies also occur annually in the upper forms of the school, and these are filled without examination from among candidates who have applied on the Form of Application for Entrance, a copy of which is given in the Appendix at the end. Such applicants should be at least fourteen and a-half years of age on January 1st of the year for which they apply to enter. The forms of application may be obtained from the Head Master, Modern School, Subiaco, the last day of entry being 1st November of each year.

Organisation and Curriculum.

The school is divided into two main parts, the Lower School and Upper School. The Lower School is subdivided into two ''years,'' I. and II., and the normal student who comes from the Primary School is expected to go through both ''years'' in order that a good foundation may be laid for higher work. The Lower School course includes English, French, Arithmetic, Algebra, Geometry, History, Geography, Physics, Drawing, Workshop (Boys), Domestic Science (Girls), Physical Training, Cadet Training (Boys). In the second year another science is added—Chemistry or Biology—or another language, viz., Latin or German. The Upper School is subdivided into four departments, viz., General, Science, Commerce, and Agriculture, each department requiring two years for the full course. Thus, in order to get the full benefit of the school, a student should enter at about the age of thirteen years and remain four years.

The General and the Science courses have much in common, the students specialising respectively in languages, sciences, and in such subjects as are needed by those who intend to enter the University in Arts, Science or Engineering, or to become teachers. In year III. any of the following subjects may be taken, the choice depending not only on the ''side'' selected by the student, but also on his individual wishes and needs:—English, French, German, Latin, Greek, Arithmetic, Algebra, Geometry, Trigonometry, Physics, Biology, Chemistry, History, Drawing, Workshop (Boys), Domestic Science (Girls), Gymnasium, Cadets (Boys). In year IV. Applied Mathematics are added by Science students. Those students who have passed through year IV. and wish to stay longer at the school have special programmes of higher work arranged for them.

The Commercial Course provides a thorough training in Bookkeeping, Shorthand, Business Practice and Typewriting. Instruction is also given in Commercial Arithmetic, English, Commercial Geography, Commercial History and Economics, French, German, and Physics, the course in each subject being modified in accordance with its commercial bearing. The instruction is carried out on practical lines, and the ''putting into practice'' is the leading feature of the course, the students being required to work under conditions as near as possible to those existing in an up-to-date commercial house. On the completion of the two years' course the students have a practical knowledge of office routine and are acquainted with most of the accessories and equipment of a modern commercial office.

The equipment for the Agricultural course includes a complete chemical laboratory, microscopes with a large collection of slides, an experimental area of about two acres, a laboratory for manure experiments, water cultures, and bacteriological work, and three agricultural sheds for pot experiments, etc. The aim of the course is not only to give those students who have chosen farming as their future calling a sound knowledge of the workings of Nature so far as concerns their means of livelihood, but also to enable them to make qualitative chemical analyses of soils, to select and apply fertilisers intelligently, to choose their own seeds scientifically, and to understand generally the scientific principles upon which the everyday operations of farming are based. In this way they learn how to adapt the practical work in other countries to the special needs and natural conditions in Western Australia. To assist the work in this direction frequent use is made of the electric lantern, a great number of slides being available to illustrate farming, stock, crops, etc., in Australia, Europe, and America. To bring the theoretical knowledge of the student into close relation with the practical work of the farmer, from time to time organised visits are paid to experimental farms and other farms and orchards throughout the State.

Examinations and Records.

Three times a year at the end of term an examination is held in all subjects and a report based on same forwarded to the Student's parents. In addition to these Terminal Examinations, in November of each year the University, in conjunction with the Education Department, holds two examinations for Secondary School Certificates—

(1.) For the Junior Certificate.
(2.) For the Leaving Certificate.

The Junior Certificate Examination is taken at the end of the Lower School Course after two years have been spent at the School, while the Leaving Certificate Examination is taken after the full four years' course. No student can qualify for the Upper School without gaining the Junior Certificate or its equivalent. The Leaving Certificate, if the prescribed subjects are included, will entitle the holder to be registered as a matriculated student of the University of Western Australia.

A file is kept for the name of every student on the school roll, and all communications, duplicates of reports, etc., relating to each individual are carefully preserved. In addition, the ''diary system'' of registers is in use by which absences, failure to do set work, and the more serious breaches of school rules, etc., are noted by Masters and are transferred daily to the Loose Leaf Ledger in the Head Master's room, so that a complete and detailed account of the student's progress through the School is gradually written up and is available for reference at any time. At the end of every term a report is furnished to parents or guardians. In these reports a value mark is entered for every subject studied—the mark being determined partly by a series of examinations and partly by the mature opinion of the Master in charge of the subject. A serious attempt is made to gauge and to recognise not only the knowledge and the ability, but the honest effort which a student may be making in his studies. On report cards a space is reserved for the Head Master's remarks, which, as a rule, will be found to refer to anything deemed exceptional in the general conduct, sense of school discipline, or progress in study of the student.

Discipline.

The discipline of the school is of the simplest possible type, being based on a common sense interpretation of the needs and peculiarities of the average Australian youth. As far as is consistent with efficiency the students themselves are made responsible for the discipline of the school. They are encouraged to take a pride in the good name of the school, in the preservation of order, in the care of the buildings and grounds. Effective discipline and control are obtained without any obtrusion of repressive orders. A student soons learns what is required of him, and seldom fails to respond.

Apart from active moral control the school work itself provides an efficient discipline. Most of the students have a definite aim in life, and are seeking to fulfil that aim by taking advantage of their opportunities at the Modern School. For both boys and girls the prefect system is in use as being best calculated to assist in developing power of initiative among students, self-reliance in effort, and that sense of responsibility which is looked for as the best result of a Secondary School education.

School Rules.

The rules of the school are few and simple. There is but one regulation which requires the special notice of parents, namely, "A student renders himself liable to instant dismissal for defacing or damaging any portion of the school property."

Of other rules, those referring to absence are the most important. They are as follows:—

1. No student should be absent from the school except with the express permission of his parents, and also of the Head Master.

Such permission will always be given when the circumstances seem to warrant it, the fairness and adequacy of the request being one of the factors whereby is gauged a student's recognition of responsibility.

2. In the event of illness, when the Head Master's previous permission for absence cannot be obtained, parents are requested to notify the Head Master and to indicate the probable duration of the absence.

3. On the day of return to school after an absence, a student should report at 12.30 p.m. to the First Master, except in the case when absence has been due to an infectious disease, when he should report himself to the Head Master before resuming his place in the school. Irregularity of attendance renders holders of Scholarships, Bursaries, or other Allowances, liable to the loss of such Allowances.

4. Students should notify the First Master of any change in their lodging address, or in that of their parents.

5. When a student is found to be making unsatisfactory progress an intimation will be forwarded to his parents warning them of the possibility of their being required to withdraw him from the school.

Students' correspondence should not be addressed to the school.

Except in urgent cases the school telephone is not available to Students. Parents and friends are requested not to ring up the school for the purpose of communicating with Students.

All other school rules, written or unwritten, merely refer to such matters of self-control, of diligence, and of thoughtful consideration for others as would suggest themselves to a lad of average intelligence whose previous home and school training have been satisfactory.

Laboratory Equipment.

The Science block of buildings contains a lecture room with raised seats to accommodate about forty students, a chemical laboratory for thirty Students, a physical laboratory of about the same size, a special physics room, a balance room, a workshop for the use of the lecturers, and a store. In the lecture room a lantern has been installed, and this is largely used in demonstration work. There are over 700 slides, including sets relating to phenomena of heat, sound, light, magnetism, and electricity; views of botanical specimens, and pictures and diagrams relating to agricultural matters. Numerous charts relating to chemical and industrial processes are hung on the walls of the lecture room and laboratory. The equipment of the physics department includes, amongst other pieces of apparatus, ''Geryk'' air-pump, ice machine, ''G'' apparatus, optical bench, ''Hartl's optical disc, Foucault's pendulum, self-recording barometer, sonometer, induction coil, Wimshurst's machine, Morse instruments and wireless telegraphy apparatus. The chemical laboratory and store are furnished with all the chemicals and reagents necessary for individual work.

Workshop.

The workshop classes are held in a well-lighted brick building, 50ft. x 21ft., with accommodation for 20 Students for woodwork, and 12 for metal work. The woodworking equipment consists of ten substantial benches fitted with full size instantaneous vices. Each member of a class is provided with a complete set of woodworking tools in ordinary use, including jack plane, tenon saw, firmer chisels, mallet, hammer, gauge, rule, etc. Other tools, not in constant use, such as smoothing and rebate planes, plows, gouges, spokeshaves, etc., are common to the whole class. The equipment for the metal-working section consists of 12 engineers' tail vices with sets of hand tools for each Student. Surface-plates, scribing blocks, various stakes and anvils, brazing lamps, soldering irons are common to all Students. An excellent screw-cutting lathe, built by Birch & Co., of Manchester, together with all necessary accessories, has recently been added to enable Students to execute turned work. Grindstone, oilstones, and sharpening machines are common to all sections.

Domestic Science Equipment.

The Domestic Science Department, which consists of three large rooms, is confined to the west wing of the building, being well removed from the ordinary class rooms of the rest of the school. The kitchen is fully equipped with appliances and utensils, and contains two ordinary stoves, three gas stoves, and a camp oven, so that Students may have experience in the various types of kitchen furnishings. The Laundry room is equally well equipped, containing washing troughs, ironing tables, skirt boards, and a number of simple, labour-saving devices such as may be expected to be found in the ordinary home. In the same part of the building are kept simple first aid appliances such as bandages, lint, boracic acid, etc. The central room of the wing is used as a dining hall, table accommodation being provided for close on a hundred Students. Fly-doors and windows are provided throughout so that all operations are carried out under thoroughly hygienic conditions.

The Library.

As a good reference library is a necessary adjunct to the school, space has been provided for about 5,000 volumes, and since the opening of the school over 1,500 volumes have been placed on the shelves. These have been carefully selected to provide Students with opportunities of further reading in any of the subjects in their school courses. In addition to the reference library, there is a large collection of English, French, and German classics. Students are permitted to borrow for short periods books recommended by members of the staff.

The Gymnasium.

This is a fine lofty building, fully equipped with all up-to-date apparatus. It is well ventilated and lighted, and attached is a dressing room with shower baths and ventilated lockers. The methods adopted are those which have been found to make for the harmonious development of the whole body, giving strength and suppleness to the frame and imparting freedom and activity of movement. Particular attention is given to the physical development of the Junior Cadets who are pursuing their studies at the school, and their course includes regular calisthenic and recreative exercises, with simple graded apparatus work. One period of gymnasium a week is compulsory for all Students not exempted for some special reason.

Cadets.

Boys are trained in the Junior Cadets from the ages of twelve to fourteen years. This training is conducted in the following branches: (a) physical training comprising physical drill and gymnastic exercises, (b) marching exercises, (c) swimming, (d) running exercises and organised games, (e) miniature rifle range shooting. On reaching the age of fourteen years, boys are enrolled in the School Company as Senior Cadets. This Company has been allotted its place in the scheme for universal training as ''D'' Company, 87th Battalion. The whole of the training, which is in accordance with the rules laid down in the regulations for Universal Training, is undertaken by responsible officers who are also Masters of the school. As far as possible, all cadet work is done during regular school hours which are set apart for that purpose, the exception to this rule being that Saturday morning is occasionally set apart for musketry. A gravelled area is provided in the school grounds as a parade ground, but when a larger area is needed for the carrying out of more extended movements, the Cadets have the use of the school oval. The non-commissioned officers are chosen from amongst the Cadets themselves by a competitive examination which is held once during each year.

Sports Union.

The sport of the school has been carefully organised, and Students have every opportunity for gaining proficiency in many pastimes, without neglecting practice in any one. In their season, cricket, tennis, and swimming can be indulged in, while in winter it is possible to continue tennis and take up football and athletics. For the girls, swimming, hockey or baseball, and tennis form the chief branches of sport. The subscription to the Sports Union, with which are affiliated the various clubs, is 2s. 6d. per annum, and by a payment of this small sum the Student also becomes a member of the swimming and athletic clubs without further subscription.

The subscription to the cricket club is 2s. 6d. per term, and to the tennis club 5s. per annum, the Student being asked to provide racket and balls, while the club guarantees the upkeep of the courts. Hockey and baseball clubs ask a subscription of 2s. 6d. per season for membership from girls, while boys subscribe 5s. for the term's football. By the payment of 15s. Students can become full members of the union and so enjoy the full privileges of each of the affiliated clubs, together with free entry into carnivals, tournaments, etc., held by the Union. During the year a swimming carnival, an athletic sports day, and a tennis tournament, in addition to hockey, football, and cricket matches, are arranged.

WEDNESDAY AFTERNOON.

The School Time-Table for Wednesday afternoon reads:—

1.30 to 2.20—School Work.
2.20 to 4.0—Organised Sport—Each branch in charge of a Master or Mistress.

In order that every Student may take part in organised games, Wednesday afternoon has been set apart mainly for sports purposes. In summer boys break off either to take part in a cricket match or practice in swimming at Claremont, or Fremantle, or Nedlands, and in tennis either on the school courts or on those rented by the Sports Union from the local Association, and situated in Mueller Park. The girls engage in tennis or travel to Claremont to take part in swimming. In winter this time-table is not followed if the afternoon is a wet one, school work being substituted. In fine weather girls play tennis, hockey, or baseball, while the boys may play tennis or football, or take part in athletics. Arrangements have been made whereby the gymnasium, workshop, library, and laboratories are kept open for the use of Students not able to take part in outdoor sport.

As there is a tendency for girls to suffer in health from the strain of school work, it is the aim of the school to give them an opportunity to indulge in regular exercise in the open air. With this object in view, the Girls' Sports Union has been organised, and its branches are so numerous and of such diverse aims, that the oldest, as well as the youngest, the delicate, as well as the robust, can take part in some form of physical development. During the summer swimming is the best and most pleasant form of outdoor exercise, and it is found to be keenly enjoyed. It is intended that all Students shall learn to swim and dive during their first year, if they are not already proficient in these arts before entering. During the winter the hockey field provides opportunities for vigorous exercise for such as are strong enough to enjoy the game, whilst baseball supplies the needs of the younger members of the school. Tennis is in vogue all the year round. There are two well laid asphalt courts in the school grounds, and the Union has acquired the right on Wednesday afternoons to use the grass courts in Mueller Park.

PERIODS.

9.10 to 9.20. Preparation.
9.20 to 10.5.
10.5 to 10.50.
10.50 to 11.0. Recess.
11.0 to 11.45.
11.45 to 12.30.
12.30 to 1.30. Luncheon Recess.
1.30 to 2.20.
2.20 to 3.10.
3.10 to 3.55.

SUBJECTS AND PERIODS.

LOWER SCHOOL COURSE—TWO YEARS.

	I.	II.
Scripture	1	1
English	6	5
History	3	2
Geography	2	2
French	4	4
German	—	3
Latin	—	3
Mathematics	7	5
Physics	1	2
Chemistry	—	3
Biology	—	3
Workshop and Mechanical Drawing	3	3
Domestic Science	3	3
Needlework	2	2
Singing	2	2
Art	1	1
Physical Training	1	1
Cadet Training	2	2
Sport	2	2

Workshop and Geometrical Drawing for boys is balanced by Domestic Science for Girls, while Cadet Work for Boys is balanced by Needlework for Girls.

In the second year students have a choice between Latin or German or Chemistry or Biology.

UPPER SCHOOL—TWO YEARS.

GENERAL COURSE.

	III.		IV.
Scripture	1	..	1
English	5	..	5
History	2	..	2
Geography	1	..	..
French	4	..	4
German	4	..	4
Latin	4	..	4
Greek	4	..	4
Mathematics	4	..	4
Physics	3	..	3
Biology	3	..	3
Domestic Science	3	..	3
Workshop and Mechanical Drawing ..	3	..	3
Singing	2	..	2
Art	2	..	2
Physical Training	1	..	1
Cadet Training	2	..	2
Sport	2	..	2

A student in this course usually takes two foreign languages and one science. A few students take three foreign languages and no science.

In these years students are always allowed opportunity for three to five periods of private study. Only those students showing special aptitude take Art.

SCIENCE COURSE.

	III.	IV.
Scripture	1	1
English	4	4
History	2	1
French	4	4
German	4	4
Latin	4	4
Mathematics	7	7
Physics	3	4
Chemistry	3	3
Biology	3	4
Domestic Science	3	2
Workshop and Mechanical Drawing	3	3
Art	2	2
Physical Training	1	1
Cadet Training	2	2
Sport	2	2

A student in this course takes two sciences and one foreign language.

In these years students are always allowed opportunity for three to five periods of private study.

Only those students showing special aptitude take Art.

COMMERCIAL COURSE.

	III.	IV.
Scripture	1	1
English	4	4
History and Economics	2	2
Geography	2	1
Arithmetic	3	2
Physics	2	2
Chemistry	2	2
French	4	4
German	4	4
Science and Practice of Commerce	4	4
Shorthand and Typewriting	3	4
Domestic Science	2	2
Workshop and Mechanical Drawing	2	2
Singing	2	2
Art	2	2
Physical Training	1	1
Cadet Training	2	2
Sport	2	2

A student in this course takes one Science and one Modern Language or the two Modern Languages, and no Science.

Only those students showing special aptitude take Art.

AGRICULTURAL COURSE.

	III.	IV.
Scripture	1	1
English	4	4
History and Economics	2	2
Mathematics	3	3
Agricultural Chemistry	5	5
Physics and Mechanics	3	3
Business Practice	2	2
Practical Agriculture	5	5
Workshop and Mechanical Drawing	5	5
Physical Training	1	1
Cadet Training	2	2
Sport	2	2

ENGLISH.

The course in English, which will be treated in two divisions—(a) Literature, (b) Language—is intended to increase the young student's interest in and appreciation of the greater works of our literature and at the same time to furnish one of the most pressing requirements of modern life—the ability to express one's thoughts and ideas in clear and accurate speech and writing. To secure diversity of interest and the corresponding development of the student's mind and thought, the class reading will be selected from various literary types—novel, biography, drama, lyric, etc.—and while the intensive study of isolated passages and of the connection and relationship of words in sentences will receive its due place, more emphasis will be placed on the attempt to secure the full effect of treating any work as a comprehensive whole. Regular practice in written composition will be insisted on, and students will be encouraged to keep note-books in which they may record privately their impressions of the works they are reading, and such other references as they may deem worthy of record or attention. The history of literature—at first mainly biographical and in close connection with the class reading—will be dealt with in greater fullness and scope each year, and finally the attention can be concentrated on special periods and movements in literature. Oral composition in the first two years will lead on to efforts at more sustained utterance in the third and fourth, and topics suitable for discussion, usually of a literary nature, will be introduced and suggested from time to time.

The following is a suggested course of class reading for the four years, but it is not to be concluded that all the works named are necessarily to be read each year. While some of them, such as "As You Like It" (in the 1st year), and selections from Tennyson will be used for closer and more detailed study in class, others, such as ''The Black Arrow,'' and Kingsley's ''Heroes,'' will be more suitable for private reading, to be followed by informal discussions on the stories and their development, their setting in time and place, and the nature of the characters introduced. Such a work as Lewis Marsh's Reader will form a text-book mainly for aid in composition, although formal instruction in this branch will not be prominent; incidental teaching, supplemented by the constant aid of reading the best in literature and hearing correct speech, being rather depended on to develop a sense of accuracy and of style.

Every student will keep throughout the course Longman's Shakespeare, containing twelve plays suitable for school reading, and The Golden Treasury of Songs and Lyrics, to be used both as text books and as works of reference. Memorising of passages from poems, or prose extracts, that appeal to the student, will be imperative, the choice of passage—within certain limits—to be left as frequently as possible to the individual.

I. Lewis Marsh's Preparatory Reader.
Kingsley's ''Heroes.''
The Globe Poetry Reader—(Macmillan).
Longfellow—Selections.
"As You Like It."
Stevenson's ''Black Arrow.''

II. Lewis Marsh's Literary Reader.
Macaulay—Selections.
Butcher & Lang's Odyssey.
Tennyson—Selections.
"Henry V."
Scott's ''Quentin Durward.''

III. Lamb's Essays—Selections.
Wordsworth's Shorter Poems.
''Macbeth.''
''Coleridge and his Poetry.'' (The Poetry and Life Series.)
Thackeray's ''Esmond.''

IV. Chaucer's Prologue.
''King Lear.''
Milton's Minor Poems.
Carlyle's ''Essay on Burns.''
Browning—Selected Poems.
Ruskin Reader—Selections.
Pattison's ''Milton.''

Note.—Nesfield's Grammar is used throughout, while Tucker and Murdoch's ''New Primer of English Literature'' is used in the Upper School. Pitman's ''Guide to Commercial Correspondence'' is a text-book for Commercial Students of III. and IV.

HISTORY.

The teaching of History holds an important place throughout the whole school. Speaking generally, the course may be described as a consecutive study of British History with large digressions into Foreign History—Latin and Greek mainly, in the case of students studying those languages, and French and German mainly for students of Modern Languages. The object of the course is to yield a view of history as a whole, and thereby to train the intelligence of the student and to develop judgment and good sense, rather than to bewilder with bald facts and to create a false sense of erudition from an ill-assorted mass of memorised details. With this end in view, the use of works of reference and of source books of history will be encouraged from the beginning of the course. In the first year this will be mainly in connection with the study of Local History—the story of the exploration of Western Australia—a branch of history well represented on the shelves of the school library. By the close of the second year it is hoped that the student will have gained a clear and permanent impression of the greater events in the history of the race, and will have learned to appreciate the working of cause and effect in the diverse movements of the Nation's development. Many important matters, however, will have been but briefly touched on or entirely neglected owing to their being too complicated or abstract to be easily comprehended by young students, and so the third and fourth years will embrace a final review of the whole field with specialised attention to subjects not deemed suitable for the earlier years. A feature of the work of these two years will be the increasing demand for the use of source books of history. This will not only arouse new interest in many seemingly arid questions, but will develop the student's reasoning faculty and strengthen his judgment in a way not surpassed by any other subject of school study. The teaching of Local History will receive special attention during three years of the course—the first, second, and fourth. As Australian History is in the main a record of the peaceful evolution and development of constitutional freedom, it has been deemed advisable to defer the fullest study of it till the last year, when the student will be more fully able to grasp its true significance. That every student, however, may have ready to hand, at any time, reliable and up-to-date information on our own country, its resources, trade and vital statistics, a copy of the Commonwealth Year Book has been placed in every desk throughout the school, and special instruction on these subjects is provided for in the Time-Table from time to time. As there will be constant opportunities to discuss incidentally throughout the course the rights and privileges and duties of citizens, it has not been considered necessary to include a special course in civics.

I. (a) English History in outline from 1485 to the present time.
Text-book: History of Great Britain, Tout. (Longman's Historical Series, Book 2.)

(b) The History of Australian Exploration with special reference to Western Australia.

II. (a) English History in outline from the earliest times to the present day, with fuller treatment of the growth of the British Empire.
Text-book: Same as for I.

(b) The settlement and formation of the Australian States.

III. (a) A fuller study of the period of English History ending in the Union of the Crowns (1603).
Text-book: The Groundwork of British History, Part I. Warner and Marten—(Blackie).

(b) The chief periods of European History to 1603.
Text-book: "Makers of Europe," Wilmot Buxton (Methuen).

IV. (a) A fuller study of the period of English History from 1603 to the present day.
Text-book: The Groundwork of British History, Part II., Warner and Marten. (Blackie.)

(b) The chief periods of European History from 1603 to the present day.
Text-book: "Makers of Europe," Wilmot Buxton. (Methuen.)

(c) The History of the Commonwealth.
Text-book: Short History of Australasia, Jose. (Angus and Robertson.)

GEOGRAPHY.

Physical Geography as interpreted in the course laid down for the school is a distinctly practical subject. The experimental nature of the course may be understood when it is stated that it includes the construction and use of such instruments as are necessary for work on—

(i.) Latitude, longitude, and weather conditions (such instruments as the shadow stick, sundial, rain gauge, wet or dry bulb thermometer, thermometer, barometer, and a simple anemometer);

and (ii.) Elementary Surveying (such instruments as the plane table, compass, sextant, anglemeter).

The pupils are occupied throughout the year with observation and record work (including temperature, rainfall, humidity, and barometric readings obtained at the Modern School, isotherms and isobars from supplied Australasian data); construction of maps and plans; observation of the chief astronomical phenomena; accurate drawings of diagrams and instruments; and the collecting of rocks and other specimens primarily connected with the neighbourhood of the school. The course of instruction is assisted and amplified by means of moving astronomical slides in use with an electric lantern, stereoscopic views, and physical and chemical demonstrations.

I. Climate (i.) Temperature—thermometers in practical and scientific use—causes and effects of variations in temperature—the wet and dry bulb thermometer. (ii.) Moisture—rainfall, its importance, variation, and measurement—humidity, calculation of its value. (iii.) Pressure of the air—barometers, history construction and use—winds, formation and variation.

Practical work: Plotting of the daily maximum and minimum temperature, drawing of isothermal lines for W.A. Recording rainfall and drawing of isohyetal lines for Australia.

Accurate drawing of instruments.

Demonstrations: Thermometry, barometric principles and humidity.

Australia and New Zealand.

General survey of chief physiographic features.

Position in relation to other continents and to the world's trade routes.

Detailed study of (a) climate and its influence on distribution of population and productions; (b) occupations of inhabitants and government; (c) vegetation and production; (d) towns, trade, and communications.

The American Continent:

General survey of chief physiographic features and political divisions.

Division into natural regions.

Detailed study of (a) climate and vegetation; (b) occupations of inhabitants and government; (c) production and trade; (d) towns and communications.

Africa:

Division into natural regions.

General survey of chief physical features.

Detailed study of (a) spheres of influence of European Powers; (b) climate and vegetation; (c) production and trade; (d) towns and communications.

Text-book: "A Geography of the World," Wallis.

II. Revision of barometric work and the explanation and practical uses of the Aneroid. Stars and the Solar System. Latitude, longitude, and time Earthquakes, volcanoes, uplift and subsidence. Formation of springs. Earth denudation.

Description and use of the model theodolite, plane table, prismatic compass, sundial, sextant.

Practical work: Field work and interpretation of results in map plan and section form for boys. Map reading, contouring, hachuring, drawing of diagrams and instruments for girls. Visits to the Government Observatory.

Asia:

General survey of chief physical features.

Division into natural regions.

Detailed study of (a) climate and vegetation; (b) occupation of inhabitants; (c) trade, towns, and communications.

Europe:
  Division into natural regions.
  General survey of climate and political divisions.
  Detailed study of (a) vegetation and production; (b) trade, industries, and communications; (c) government; (d) occupation of the people and distribution of the population.
The World in general.

Text-book: "A Geography of the World." Wallis.

III. Geological history of formation, and the economic bearing of present day structures considered from the topographic standpoint of the rivers, lakes, plains and plateaux, valleys, mountains, islands, and coast line of the World.
Practical work: Diagrammatic work and accurate drawings. Visits to the Museum, and an acquaintance with the specimens of the School Museum.
A careful study of Australia from a physiographic and economic standpoint.

Text-book: "Australia." Griffith Taylor.

MATHEMATICS.

The Mathematical course for the Lower School (first two years), comprising Arithmetic, Algebra, and Geometry, is the same for all students, both boys and girls. In the Upper School the course for General and Science students is the same, viz.:—Arithmetic and Algebra, Geometry, Trigonometry, but Science students devote more time and attention to mathematical subjects. There are courses in Applied Mechanics and Practical Mathematics for Fourth Year Science students only. Commercial and Agricultural students in the Upper School follow special syllabuses in Mathematics. For Commercial Students the course is one of Arithmetic viewed from a Commercial standpoint, and for Agricultural students a course in Arithmetic, Mensuration and Practical Mathematics has been designed to meet their special requirements.

ARITHMETIC.

I. Factors and prime numbers, Square Root, Cube Root, H.C.F., L.C.M., Tests of divisibility.
Compound quantities (British systems): the four rules and practice.
Decimals, decimalisation of money, Metric system, simple methods of Approximation.
Ratio and proportion.
Percentages, Rates and Taxes, Simple Interest and Discount, Commission, Profit and Loss.
Graphical Methods.
Mensuration of Rectangle, Triangle, Parallelogram, other Quadrilaterals, Circle.

Textbook: "School Arithmetic." Hall and Stevens. (Macmillan.)

II. Revision of work of Year I. with harder exercises, Stocks and Shares.
Compound Interest (using logarithms).
Graphical Methods—Problems.
Volumes and surfaces of Prism, Cylinder, Pyramid, Cone, Sphere.
Text-book : "School Arithmetic." Hall and Stevens. (Macmillan.)

III. As for **II.**, with harder exercises, and with special attention to the theory of the various processes.
Text-book: "School Arithmetic." Hall and Stevens. (Macmillan.)

ALGEBRA.

I. Negative Quantities.
The Four Rules.
Simple Equations with numerical and literal co-efficients.
Easy problems leading to simple Equations.
Simultaneous Equations of 1st degree.
Easy Factorisation.
Simplification of fractions involving simple factors.
H.C.F., and L.C.M. by factors.
Simultaneous Equations of 1st degree with three unknowns.
Quadratic Equations of one unknown.
Graphs of linear expressions.
Text-book: "A School Algebra." Hall. (Macmillan.)

II. Factors of standard types. H.C.F. and L.C.M. by factors and otherwise.
Fractions.
Remainder theorem.
Quadratic Equations of one unknown. Solution of the general quadratic.
Relation between co-efficient and roots of quadratic to be obtained.
Graphic solution of quadratics of type $ax^2 + bx + c = 0$.
Indices to introduce logarithms.
Simultaneous quadratics.
Graphical work—Straight line, circle, rectangular, hyperbola, parabola.
Arithmetical and Geometric progression.
Logarithms.
Text-book: "A School Algebra." Hall. (Macmillan.)

III. Ratio proportion and variation.
Surds and Indices.
Solution of Cubics when one root can be found by trial.
Theory of quadratics—maxima and minima. Values of binomial expressions.
Progressions. Scales of Notation.
Permutations and Combinations. Binomial theorem for positive, integral index.
Indeterminate Equations.
Graphical work.
Text-book: "A School Algebra." Hall. (Macmillan.)

IV. Simple cases of convergence of infinite series.
Binomial series for fractional or negative index.
Exponential and Logarithmic series.
Course in co-ordinate Geometry of right line and circle.
Short introduction to Differential Calculus.
(Only differentiation of powers of x and simple algebraical expressions to be attempted.)
Resolution into partial fractions.
Text-book: "A School Algebra." Hall. (Macmillan.)

GEOMETRY.

I. Practical Geometry.

Bisect a given angle.

Bisect a given straight line.

Draw a straight line perpendicular to a given straight line from a given point in it.

Draw a straight line perpendicular to a given straight line from a given external point.

At a given point in a given straight line make an angle equal to a given angle.

Through a given point draw a straight line parallel to a given straight line.

Divide a given straight line into any number of equal parts.

Draw a triangle having given length of three sides.

Construct a triangle having given two sides and angle opposite one of them.

Construct right angled triangle having given hypotenuse and one side.

Construct quadrilateral given lengths of four sides and one angle.

Construct parallelogram given two adjacent sides and included angle.

Problems on Loci.

The substance of the theorems contained in Euclid Book I., props. 4, 5, 6, 8, 13, 14, 15, 16, 18, 19, 20, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, with the following theorems—

1. Two right angled triangles with hypotenuse and one other side equal are equal identically.
2. If there are three or more parallel straight lines and the intercepts made by them on any straight line which cuts them are equal, then the corresponding intercepts on any other straight line which cuts them are equal.

Easy exercises in connection with these theorems.

II. Construction of triangles and parallelograms and other quadrilaterals from sufficient data.

Construction of triangle equal in area to given polygon.

Construction of tangents to circle and of common tangents to two circles.

Construction of regular figures of 3, 4, 6, 8 sides in or about a given circle.

Substance of theorems contained in Euc., Book I., props. 35-41, 47, 48. Book III., 3, 7-9, 14-16, 18-22, 26-29, 31, 32, 35-37.

Illustrations and explanations of the geometrical theorems connected with the following algebraical identities:—

$$k(a + b + c + \dots) = ka + kb + kc + \dots\dots$$
$$(a + b)^2 = a^2 + 2ab + b^2$$
$$(a - b)^2 = a^2 - 2ab + b^2$$
$$a^2 - b^2 = (a + b)(a - b)$$

Exercises on these propositions.

Text-book: "A School Geometry." Hall and Stevens. (Macmillan.)

III. Revision of Year II with further practice in exercises and constructions.

Formal proof of the following constructions:—

Divide straight line in extreme and mean ratio.

Construct fourth proportional to three given straight lines.

Construct isosceles triangle whose base angles are each double vertical angle.

Construction of regular polygons of 5, 10, and 15 sides in or about a given circle.

Describe on a given straight line rectilineal figure similar, and similarly situated to a given rectilineal figure.

Construct rectilineal figure which shall be similar to a given rectilineal figure, and equal to another given rectilineal figure.

Ratio and proportion: Similar triangles and polygons.

The substance of the following theorems—
Euc. VI., 1-8, 19, 20, 31, 33.

Properties of the centroid and orthocentre.

The inscribed, circumscribed, and escribed circles of the triangle.

Exercises and constructions which can be deduced from the above theorems and problems.

Text-book: ''A School Geometry.'' Hall and Stevens. (Macmillan.)

IV. Properties of nine point circle: Harmonic ranges and pencils, pole and polar, radical axis, similitude, inversion.
Solid Geometry: Substance of Euclid Book XI., 1-21, together with theorems relating to the surfaces and volumes of the simpler solid bodies.
The simple geometrical theory of the conic sections.

Text-book: ''A School Geometry.'' Hall and Stevens. (Macmillan.)

TRIGONOMETRY.

III. Measurement of angles in rectangular and circular measure; the trigonometrical ratios; relations between these ratios; evaluation of these ratios for 0°, 30°, 45°, 60°, 90°. Change of the ratios as angle increases from 0° to 360°. Expression of any one of these ratios in terms of the other. Construction of angles of given trigonometrical ratios; solution of simple trigonometrical equations. Solution of right angled triangles. Expression for sin., cos., tan., and cot. of sum and difference of two angles in terms of the corresponding ratios of the angles; trigonometrical ratios of multiple angles; common logarithms and the use of Mathematical Tables.

Proof of the following theorems:—

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} = 2R$$

$$a^2 = b^2 + c^2 - 2bc\cos.A$$

These theorems to be applied to the solution of triangles given three sides, two sides and included angle, two angles and one side.

Text-book: ''Elementary Trigonometry.'' Lock. (Macmillan.)

IV. Angles of unlimited magnitude, submultiple angles, inverse notation.
Suitable formulae for the full logarithmic solution of triangles.
The triangle and its circles.
$\tan \theta > \theta > \sin \theta$ with applications.
De Moivre's theorem and easy applications.
The series for $\sin \theta$ and $\cos \theta$.

Text-book: "Elementary Trigonometry." Lock. (Macmillan.)

APPLIED MATHEMATICS.

IV. (i.) Statics: Forces, composition and resolution of forces.
Parallel forces, moments, couples.
Equilibrium of rigid body acted on by three forces in a plane.
Centre of Gravity, machines, friction, and work.

(ii.) Dynamics: Motion, the laws of motion, impulse, work and energy.

(iii.) Hydrostatics: Fluid pressure, density and specific gravity, pressure of liquids at different points, pressure of gases, machines and instruments.

Text-book: "Mechanics and Hydrostatics." Loney. (Camb. Univ. Press.)

SCIENCE.

Science teaching forms an integral part of the School Curriculum, provision being made for the teaching of Physics, Chemistry, Agricultural Chemistry, Agricultural Botany and Biology. All students take some form of Science, Physics being taken right through the School, while Chemistry is begun in the second year, and continued in the third and fourth years. About one-half of the time allotted to any science subject is devoted to practical work, and the laboratories are supplied with all the apparatus necessary for individual work. The Workshop is of considerable assistance to this Department, as the Students are encouraged by the Workshop Instructor to make for the School, or for themselves, any pieces of apparatus they wish.

PHYSICS.

I. (a) The Metric System.

Measurement of the density of liquids by bottle, U tube, Y tube, hydrometers.

Measurement of the density of solids by mass, volume.

Measurement of volume by calculation, displacement.

Principles of Archimedes.

Flotation.

Pressure of liquids and gases—air pressure, the barometer, Boyle's law.
(b.) The Bunsen Burner, lamp and candle flames, effects of heat treated in an elementary manner, solution and distillation.

Textbook: "Exercises in Practical Physics." Gregory and Simmons. (Macmillan.)

II. Levers, pulleys, parallelogram of forces, triangle of forces (experimentally).

Parallel forces in equilibrium.

Centre of gravity (geometric and experimental methods), relation between length and time of swing of simple pendulum.

Inclined plane, friction.

Relation between tension and extension.

Effects of heat—expansion, fusion, vaporisation.

Thermometers.

Conduction, convection, radiation. Absorption. Rate of cooling.

Text-book: "Exercises in Practical Physics." Gregory and Simmons. (Macmillan.)

III. Heat: Expansion and contraction. Force of expansion and contraction. Coefficient of expansion. Thermometers. Specific heat. Latent heat of fusion and vaporisation. Cryophorus Hygrometers. Transmission of heat. Mechanical equivalent.

Sound: Its production, propagation (wave-motion, elasticity). Speed. Reflection and echoes. Vibration of stretched strings. Resonance in tubes.

Light: Transparency, etc. Propagation. Shadows, eclipses. Law of inverse squares. Photometry. Reflection—Mirrors—Kaleidoscope. Refraction—prisms—lenses. Telescope, opera glasses, microscope. Short and long sight and how defects rectified. Spectrum.

Magnetism: Tests of Magnetism. Methods of magnetization. Magnetic induction. Dip, dipping needle, mariner's compass. Declination. Lines of force. Weber's theory.

Electricity (Frictional): Attraction, repulsion. Simultaneous and equal production of two sorts of electricity. Electroscope. Conductors and insulators. Induction. Electric density. Electrophorus. Plate machine. Wimshurst machine. Leyden Jar. Faraday's ice-pail experiment.

Electricity (Voltaic): Volta's cell, polarization, depolarization. Cells—various. Amalgamation. Oersted's experiment. Galvanometers (general descriptions). Resistance. Ohm's Law. Effects of current—lamps, electrolysis, plating, electro magnets, bells. Telegraphy—Single needle system, Morse system.

Text-book: "Physics." Wright. (Longman's.)

IV. As for **I.**, **II.**, and **III.**, with more detail, the object being to sum up the whole course of Measurement, hydrostatics and mechanics, heat, sound, light, magnetism and electricity.

Text-book: "A Class Book of Physics." Gregory and Hadley. (Macmillan.)

CHEMISTRY.

II. Metric System. Bunsen burner. Effects of heat. The balance. Effects of heat on the mass of a substance. Oxygen in air—Composition of air (oxygen and nitrogen only). Solution in water. Solvents other than water. Action of acids on metals. Hydrogen. Water of crystallization. Water. Oxygen. Oxidation and reduction. Acids, bases, salts. Carbon, carbon dioxide and carbonates. Carbon monoxide. Other carbon compounds—alcohol, acetic acid, methane, ethylene and acetylene. The atmosphere (nitrogen, oxygen, carbon dioxide, water, vapour, etc.) Diffusion of gases. Nitric acid, nitrates. Ammonia. Oxides of nitrogen. Charles' Law. Boyle's Law. Laws of chemical combination. Avogadro's Hypothesis.

Text-book: ''Chemistry for Schools of Science.'' Parrish. (Macmillan.)

III. The Halogen acids. Chlorine, bromide, and iodine. Oxy-compounds of chlorine, bromine and iodine. Sulphur, sulphuretted hydrogen, sulphur dioxide, sulphuric acid, sulphites and sulphates. Potassium and compounds. Sodium and compounds. Ammonium salts. Phosphorous and compounds. Arsenic and compounds.

Text-book: ''Chemistry for Schools of Science.'' Parrish. (Macmillan.)

IV. As for **II.** and **III.** with more detail.
Boron and Silicon and the Chemistry of the Common Metals—Potassium, sodium, (ammonium), calcium, barium, strontium, magnesium, zinc, cadmium, aluminium, iron, nickel, cobalt, chromium, manganese, copper, silver, mercury, tin, lead, antimony, bismuth. Atomic weights and methods of determination. Specific heat, atomic heat, molecular heat. Mendelejeff's Periodic Table (general treatment). Simple analysis of salts—without phosphates or insoluble substances.

Text-book: ''Class Book of Elementary Chemistry.'' Fisher. (Clar. Press.)

BIOLOGY.

(Girls Only.)

II. Introductory Courses in Elementary Animal Physiology and Botany.

Animal Physiology.

The structure of Man. The tissues and their functions. The chemical composition of the body. The mechanism of movements. Respiration—the structure of the lungs, the movements of the thorax walls, the results. Circulation—the structure of the heart, the circulatory system; the causes of circulation; the composition and nature of blood. Digestion—the chemical analysis of food. The Alimentary Canal, and the digestive glands. The digestion, absorption, and assimilation of food. Excretion. Oxidation and waste product. The organs of excretion. The temperature of the body—the cause and regulation of heat—the skin. Microscopic Work—Examination of protoplasm in pond life—blood, milk, section of artery and vein, muscle fibre, nerve fibre, section of skin, of lining of stomach, of duodenum, of smaller intestine; of bronchial tube and surrounding lung; of hepatic vein and surrounding liver; flat epithelial cells and ciliated epithelial cells.

Text-book: ''Manual of Human Physiology.'' Hill. (Arnold.)

Botany.

Structure of a plant. Food of plants and structure of roots. Osmosis and the circulation of sap. Respiration and structure of leaves. Structure of seeds of bean, maize and castor oil, and stages in germination and growth. Structure of the stem of a plant—Dicotyledon and Monocotyledon.

Microscopic: Section of stem of lilly and bean, of young root, of leaf of jonquil and of bean.

Text-book: ''Botany for Beginners.'' Evans. (Macmillan.)

III.

Animal Physiology.

The Nervous System—Brain, spinal cord, nerves and sympathetic system. The senses of taste, smell, and touch. The Eye—Structure, nature of light and movements to secure accommodation. The Ear—Its structure, the nature of sound. The Larynx—Voice and speech.

Microscopic Work—The structure of the tissues, bone, cartilage, connective tissue, the retina-nerve cells, etc. The structure of the kidney, and other glands.

Text-book: ''Manual of Human Physiology.'' Hill. (Arnold.)

Botany.

The modification of stems and leaves to climatic and other conditions. The Reproductive Organs—Their structure and modification. Pollination and fertilisation.

Microscopic Work—Structure of various tissues and parts of reproductive organs.

Text-book: ''Botany for Beginners.'' Evans. (Macmillan.)

IV. Dissection of frog, cray fish and fresh water mussel.

Microscopic—Examination of Amoeba, Protococcus, Spirogyra, Mucor, Penicillium, Vorticella, Yeast Plant, Bacteria, Hydra.

Text-book: ''Manual of Human Physiology.'' Hill. (Arnold.)

MODERN LANGUAGES.

Of the two Modern Languages taught in the School, French is compulsory throughout, except for Students of Agriculture, while German is introduced in the second year as alternative to Latin. Either French and German, or French and a Science are compulsory for Commercial Students.

The Modern languages are taught from the outset by the Direct Method. In the initial stages attention is directed chiefly to the training of the ear to appreciate the foreign sounds, and to the training of the vocal organs for their reproduction. The vocabulary is restricted to such words, phrases, and expressions as may be of real interest and importance to the Student in his endeavour to express himself in the foreign tongue. Expressions and idioms are graded according to their utility, rather than their grammatical difficulty. Only such grammar is taught as is absolutely essential, and rules are mastered more or less incidentally. By the end of the first year, the Student is expected to follow explanations in the foreign tongue, and to take some part in conversation. In the second year, the work becomes more definite. Text-books are introduced, conversation is extended, the vocabulary is considerably enlarged, and grammatical difficulties receive greater attention. In the third year, more serious attention is given to grammar, and in the fourth year such a book as Weekley's Matriculation French Course is mastered. During these years the course is widened by a study of certain phases of French and German literature. Lectures are given in the foreign tongue, while compositions and more advanced essays are required, and many of the French and German classics are studied. Translations form a special feature in the later years, particular efforts being made thereby to train the literary judgment. Dictation is frequently given to test the appreciation of the foreign sounds.

FRENCH.

I. Practical exercises in correct pronunciation. Producing and interpreting sounds correctly. Easy conversation. Reading. Dictation. Easy composition. Reproduction of stories. The essential rules of Grammar taught in connection with the reading and conversation. Easy translation into idiomatic English.

Text-books: "Methode Naturelle I." Hogben. (Nelson.)

II. Continuation of pronunciation exercises. More advanced work in reading and conversation. Dictation. Composition, both reproductions and original work. Grammar. Translation of seen and unseen passages into idiomatic English. Easy translations from English into the foreign tongue.

Text-books: "Methode Naturelle, II. Hogben. (Nelson). Selected French Authors.

III. Further practice in more advanced conversation. Reading of more difficult authors and selections of poetry. Translation into the foreign language, oral or written. Original compositions. Dictation. Grammar. Outline of history, Geography and Literature of the foreign people.

Text-books: "Livre de Lecture," Jack. "Matriculation French Course," Weekley. (Cambridge University Press). Selected French Authors.

IV. More advanced work on the lines of that given in third year. Reading of two classical dramas. Revision of Grammar.

Text-books: "Matriculation Course," Weekley. (Cambridge University Press). "Tutorial Handbook of French Composition," Mercer. (Blackwood). "French Business Letters," Pitman. (Commercial Students only). "French Commercial Phrases," Pitman. (Commercial Students only). Selected French Authors.

GERMAN.

II. Practical exercises in correct pronunciation. Producing and interpreting sounds correctly. Easy conversation. Reading. Dictation. Easy composition. Reproduction of stories. The essential rules of grammar taught in connection with the reading and conversation. Easy translation into idiomatic English.

Text-book: "A Three Term Course in German," Cochrane. (Blackie.)

III. Continuation of pronunciation exercises. More advanced work in reading and conversation. Dictation. Composition, both reproductions and original work. Grammar. Translation of seen and unseen passages into idiomatic English. Easy translations from English into the foreign tongue.

Text-books: Siepmann's Public School Primer, and two readers. Selected German Authors.

The Students of the Commercial Course receive special instruction in German business correspondence, technical terms, idiomatic expressions and abbreviations used in shipping and mercantile offices.

Text-books: ''German Business Interviews,'' Pitman. ''German Business Letters,'' Pitman. ''German Commercial Phrases,'' Pitman.

IV. Further practice in more advanced conversation. Reading of more difficult authors and selections of poetry. Translation into the foreign language, oral or written. Original compositions. Dictation. Grammar. Outline of History. Geography and literature of the foreign people.

Text-books: ''Handbook of German Literature,'' Philip. (Bell.) ''A School German Grammar,'' Eve. (Nutt). Selected German Authors.

The Students of the Commercial Course receive special instruction in German business correspondence, technical terms, idiomatic expressions and abbreviations used in shipping and mercantile offices.

Text-books: ''German Business Interviews,'' Pitman. ''German Business Letters,'' Pitman. ''German Commercial Phrases,'' Pitman.

LATIN.

II. Reading, with oral and written exercises, from Scott and Jones' First Latin Course (Blackie and Son).

Lingua Latina—''Primus Annus'' (Clarendon Press).

Parallel Latin Grammar (Sonnenschein).

III. Reading, with oral and written exercises, from Scott and Jones' Second Latin Course (Blackie and Son).

Decem Fabulae (Clarendon Press).

Parallel Latin Grammar (Sonnenschein).

IV. Reading from Caesar, Livy, Vergil and Ovid as arranged from year to year.

Parallel Latin Grammar (Sonnenschein).

Composition: North and Hillard.

Roman History and Literature: These subjects are taken as part of the Latin course.

Text-books: ''History of Rome for Beginners.'' Shuckburgh. (Macmillan). ''Companion to School Classics.'' Gow. (Macmillan). ''Primer of Roman Literature.'' (Macmillan). ''Classical Atlas.'' (Everyman's Library).

GREEK.

III. Grammar: School Greek Grammar. Goodwin. (Blackie and Son).
Reading: Stories and Legends; a First Greek Reader. Colson. (Macmillan).

Composition: At first oral and written based on Colson's Reader.
Greek Vocabularies: Stedman. (Geo. Bell and Son).

IV. Same books as for III with addition of—
Composition: North and Hillard. (Rivingtons).

Reading: Xenophon, Plato, Thucydides.

A Third Year's Course for Students staying five years would bring them up to the standard of the Leaving Certificate.

In connection with the study of Greek, there will be regular periods devoted to the History of Greece, and there will be a short Literature Course provided for those who take the additional year.

Text-books: ''Greece.'' Fyffe. (Macmillan's Primer). ''Gow's Companion to School Classics.'' (Macmillan). ''Greek Literature Primer.'' (Macmillan). ''A Classical Atlas.'' (Everyman's Library).

COMMERCIAL SUBJECTS.

The Commercial Course aims at a thorough training in Business Methods. A knowledge of the principles of Book-keeping is not enough; nor is ability to write shorthand and to use the typewriter. Modern conditions require the junior to bring with him a knowledge of office organisation and routine. With this end in view, the work will be conducted under conditions as nearly as practicable similar to the conditions prevailing in actual commercial life. The recording of an exchange must follow a knowledge of the exchange, and the circumstances which give rise to a document must be understood before the document is ''made'' or ''entered.'' To bring about the development of executive ability, the Students are required to act in any capacity on a staff modelled on that of any place of business. They will thus gain valuable experience of the machinery of business, and realise the importance of punctuality, regularity, accuracy, and despatch. Although the vocational element is of paramount importance, the academic element has its due place in the curriculum. The Student has already gained a general education in the Lower School, and work in the more important subjects is continued during the period of Commercial Training. Thus the Student enters on a commercial career, not only equipped with the accessories (typing, shorthand, etc.) of business practice, but with a general education which will enable him to consider intelligently the problems of commerce and industry which confront the man of business.

SCIENCE AND PRACTICE OF COMMERCE.

III. Cash, Vouchers, Practice of Banking, Remittances. Cash Book (columnar). Invoices, Statements, Debit Notes, Credit Notes, etc. Bought Book, Sales Book.

Law relating to sale of goods. Petty Cash Book.

Despatching, Credit, Contracts, Insurance, Bills of Lading, Charter Party.

Freight. The Ledgers. Trial Balance.

Capital and Revenue. Balance Sheet, Profit and Loss Account.

Bills of Exchange. Bill Books.

The Journals.

Partnerships, Partnership accounts.

Account Sales, Commissions, Principal and Agent, Shipping, Customs, etc.

Consignment and Joint accounts.

Commercial Correspondence, Précis Writing, Indexing, Filing, Card Systems, etc.

Text-book: "The Student's Bookkeeping." Fieldhouse. (Simpkins.)

IV. The Second Year's work will provide for a more extended application of the principles studied during the First Year, and, in addition, the following:—

Reserves and Reserve Funds, Economic Goods and Economic Organisation, Production. Trading Account.

Staffing, Office Organisation, Distribution. Self-balancing and Sectional Ledgers.

Insolvency, Bankruptcy, Advances and Securities.

Receipts and Payment Account. Income and Expenditure.

Stocks and Shares, Companies' Act, Consumption, Exchange and Industry. Company Accounts.

Auditing.

Text-books: "The Student's Book-keeping." Fieldhouse. (Simpkins).
"The Student's Business Methods." Fieldhouse. (Simpkins).

SHORTHAND.

III. The elements. Writing from dictation up to a speed of 50-60 words.
Text-book: "Commercial Course." Pitman.

IV. Reporting up to a speed of 100-120 words.

Text-book: "Shorthand Instructor." Pitman.

TYPEWRITING.

First Year Students will take typewriting during last term, and will continue practice throughout the second year.

The work in Shorthand and Typewriting will be arranged with a view to the part taken by the stenographer in a Commercial House, and in professional circles.

COMMERCIAL GEOGRAPHY.

III. (a) The general principles of Geography as affecting industry and commerce. Climate and the various conditions upon which it depends. The distribution of population, of minerals, of forests, and of vegetable products.

(b) The materials of commerce. The principal commodities which enter into commercial dealings. Causes promoting their production, effects of soil, climate and other conditions, a detailed study of their sources, of the markets in which they are sold. Special attention to be paid in this connection to Australian commodities, both export and import.

(c) Regional, specially in relation to Australia. The natural regions and the geographical conditions by which they are determined. A study of the natural regions of the world; more especially those of Europe, Australia, North America and the Monsoon Countries of Asia, with special reference to agriculture and manufacturing development and commerce.

(d) Practical work: Plotting statistics on squared paper. Drawing sketch maps.

Text-book: "Commercial Geography." Pitman.

IV. (a) General.

The geographical factors controlling the production and exchange of commodities, especially the chief foods and foodstuffs, minerals and raw materials, and the staple manufactures. Principles governing the positions of towns and development of lines of transport. Conditions affecting, or likely to affect, trade with W.A. (tariff, rate of wages, etc.).

(b.) Materials of Commerce.

(c) Geography of International Trade. Factors encouraging or hindering trade. Demand and supply in the World's markets. The division of the world into natural and economic regions. Exports and imports of the leading countries. Seaports and their hinterlands. Commercial and industrial centres. The chief trade routes and means of transport. Postal and telegraphic communication. Currencies.

(d) Practical work: Plotting statistics on squared paper; marking the distribution of materials of commerce and resultant routes on blank maps. Drawing sketch maps.

Text-book: "Commercial Geography." Pitman.

COMMERCIAL ARITHMETIC.

III. British and Metric systems of money, weight, capacity, etc. Proportion. Percentages. Approximations. Practice. Interest. Discount. Profit and Loss. Mensuration. Quadrilaterals; triangles; circles; prisms.
Text-books: "Smaller Commercial Arithmetic." Crook. (Pitman).
"A School Arithmetic." Hall and Stevens. (Macmillan).

IV. Trade and Bank Discounts. Interest. Bills of Exchange. Equation of Payments. Present Worth. Compound Interest and Annuities. Use of Logarithms. Stocks and Shares. Commission and Brokerage. Insurance. Averages. Taxes, Duties, etc. Statistics, Graphs. Mensuration of Areas and Volumes.

Text-books: "Smaller Commercial Arithmetic." Crook. (Pitman). "A School Arithmetic." Hall and Stevens. (Macmillan).

HISTORY AND ECONOMICS.

III. (a) A brief review of English History such as contained in Tout Book II.
(b) Economic History bearing on: Pre-Roman period. Roman influence on British Commerce. Norman period and its economic effects. The Growth of industry. The Elizabethan period. The effect of mechanical invention. Improved transport and communication.

Text-book: "An Introduction to English Industrial History." Allsop. (Bell).

IV. Brief review of Oriental and Greek periods. England before the Norman Conquest. Norman Institutions. Manorial System. Growth of industry and commerce. Medieval commerce. Economic systems and the development of economic organisation. Important factors in National development. Colonisation.

Text-books: ''A Short History of English Commerce and Industry. Price. ''The Story of British Trade and Industry.'' Burnley.

Books of Reference: (a) ''A History of Commerce.'' Day. (b) ''Ashley's Economic History.''

AGRICULTURAL THEORY AND PRACTICE.

III. (a) Soils: Geological origin and formation of soils. Texture. Percolation and Capillarity. Management. Improvement. Drainage. Fallowing. Plant Food in soils. Nitrification and Denitrification. Types of soils.

(b) Manures and Fertilisers: Different kinds. Intelligent use. Comparison of manures given to crops in Europe and in Western Australia.

(c) Study of Cereals and their cultivation from an agricultural point of view. Selection of seeds. Cross breeding.

(d) Field Excursions for the study of soils. Visits to Manure Works. Visits to the Shows of the Royal Agricultural Society.

Text-book: "The Farmers' Handbook." Clarke.

Reference Books: ''The Book of Wheat.'' Dondlinger. ''The Complete Farmer." Addyman.

IV. (a) Soils: Suitablility of different soils and regions for different crops. Study of and Experiments on the action of bacteria in soils.

(b) Manures: Cost, Value, and Returns.

(c) Fruit Growing: Study of fruit-trees and vines. Gathering, marketing, and utilisation of fruit. Wine-making.

(d) Elementary study of different breeds of cattle, sheep, and pigs.

(e) Excursions to some of the principal orchards and vineyards. Visit to one of the City Markets and Refrigerating Works for the study of packing and marketing of fruit. Excursion to the Brunswick State Farm (Model Dairy, Irrigation). Visits to the Shows of the Royal Agricultural Society.

Text-book: ''The Farmers' Handbook.'' Clarke.

Reference Books: "Advanced Agriculture." Webb. "Principles of Fruit-growing." Bailey. "Pruning Book." Bailey.

STUDY OF FUNGOID AND INSECT PESTS.

(Twenty Lessons.)

III., IV. Fungi: Characters, growth, mode of life, fungoid diseases and their prevention and cure.

Insects: General structure. Metamorphosis. Study of butterfly, moth, bee, wasp, beetle, two-winged flies, bugs, aphides, scale insects.

Parasites.

Treatment of insect pests. Sprays. Fumigation.

Visits to the laboratory and collection of the Government Entomologist.

ELEMENTARY VETERINARY SCIENCE.

(Twenty Lessons.)

Anatomy of Mammalia. Study of an example, such as the guinea-pig, by dissection. Skeleton, digestive organs, respiration, blood-vascular system, brain and nerves, organs of special sense.

First Aid in the most common diseases of stock.

AGRICULTURAL BOTANY, ETC.

III. Histology: Plant cell; cell wall, protoplasm, nucleus, nucleolus, vacuoles, cell division, chlorophyll.

Detailed study of seeds and seedlings. Cotyledons; Embryo; Endosperm. The awakening of the seed. Absorption of water. Necessity of air for germination. Respiration of germinating seeds. Influence of temperature.

Anatomy of roots; root cap, root hairs, rootlets. Osmosis. Capillarity.

Root pressure. Absorption of food stuff. Food storage in roots. Tuberous roots.

Microscope work.

Detailed study of stems and leaves. Microscopic structure of stems. The work of stems. Formation of branches. Microscopic structure of leaves. The work of leaves. Respiration and Transpiration. Stomata. Bloom. Hairs. Prickles. Tendrils. Evergreen and Deciduous Leaves. Fall of the leaf.

Numerous experiments, with microscope and lantern demonstrations, illustrate the lectures.

Reference Books: "Experiments with Plants." Harwood. "Principles of Horticulture." Webb.

IV. Detailed study of flowers and reproduction. Calyx, corolla, andrœcium, gynæcium. Bisexual and unisexual flowers. Monœcious and diœcius plants. Sexual reproduction. Pollen, pollination. Fertilisation; self and cross-fertilisation; hybridisation; carriage of pollen; work of insects. Reproduction by cuttings, layers, grafting and budding.

Detailed study of Farm-plants. Gramineæ (wheat, barley, oats, rye, lolium perenne), Leguminosæ (pea, bean, clover, lucerne), Solanaceæ (potato, tomato).

Plants injurious to stock. West Australian poison plants. Plants which are injurious by impact or through indigestible qualities.

Bacteria. Useful and injurious bacteria. Fixation of Nitrogen. Fermentation. Diseases of animals caused by bacteria. Sterilisation. Pasteurisation.

Reference Books: ''Outlines of Bacteriology,'' Ellis. ''Experiments with Plants." Harwood.

AGRICULTURAL CHEMISTRY.

III. Hydrogen, Oxygen, Carbon Dioxide, Nitrogen, Ammonia.

Experiments on Air and Water.

Atoms and Molecules.

Elements and Compounds.

Acids and Alkalies.

Simple Chemical experiments (laboratory work) on soils, manures, water, grass and hay, oil-cakes, milk, butter, cheese.

Text-book: "Practical Agricultural Chemistry." Coleman and Addyman.

Reference Book: "Chemistry for Schools of Science." Parrish.

IV. Laboratory Work: Rapid method of qualitative and quantitative (approx.) analysis of soils and manures. (The method chosen requires only very simple apparatus and enables the Students to analyse later the soils and manures on the farm with sufficient accuracy to be of distinct value to them.) Qualitative analyses of fodders, milk, butter, cheese.

Text-book: "Practical Agricultural Chemistry." Coleman and Addyman.

Reference Book: ''Chemistry for Schools of Science.'' Parrish.

AGRICULTURAL MATHEMATICS.

The full course in Arithmetic including special calculations relating to farming.

Text-book: "A School Arithmetic." Hall and Stevens. (Macmillan).

BUSINESS PRACTICE FOR AGRICULTURAL STUDENTS.

III. The First Year Students will take the same course as for Commercial III., but will not be required to apply the principles beyond the requirements of farmers' accounts.

Text-book: "The Students' Book-keeping." Fieldhouse. (Simpkin).

IV. Reserves and Reserve Funds, Economic and Economic Organisation, Production, Distribution.

Insolvency, Bankruptcy, Advances and Securities.

Receipts and Payments, Income Tax and Expenditure.

Consumption. Exchange and Industry.

Text-book: ''The Student's Book-keeping.'' Fieldhouse. (Simpkin).

THE WORKSHOP.

A certain amount of latitude is allowed as to the nature of the work carried out by the students so as to meet their individual needs. The workshop course includes the construction of physical apparatus, such as models to illustrate and render clear some abstract principle met during the ordinary school course, and disciplinary exercises in both wood and metal.

Amongst other things made by the students are—

Models to illustrate mechanical principles.
Models illustrating laws of light.
Apparatus for use in the Laboratory generally.
Apparatus for use in the Physical Geography Course.
Electric Apparatus.
Steel Set Squares, Gauges, Callipers, etc.
Various Woodworking Joints.
Tinman's and Brazed Joints.

For Agricultural Students there is a special course which partakes more of an industrial character. It includes the construction of appliances and conveniences for the farm, making scale models of gates, doors, outbuildings, etc., and such metal work as is likely to be of practical value in farm work.

The workshops are open twice per week after school hours, when Students are permitted to make anything they wish for themselves. Students in these classes have free use of the tools, but are required to provide their own material.

I. Disciplinary exercises in Woodwork and Metalwork to illustrate principles. Construction of simple scientific apparatus selected from the following list:—Test Tube Stand. Model to illustrate the principle of the steelyard. Simple balance. Barometer. Pulley stand. Inclined plane. Vernier. Transit instrument. Sundials. Apparatus for elasticity test. Apparatus for friction test. Plane table. Sight rule.

Apparatus will be selected according to the needs and capabilities of the individual student. Simple metalwork and turning will be introduced when required for constructional purposes. The Workshop Course is intended to be a practical extension of the theoretical form work, and all work undertaken will be selected with this end in view. The finished apparatus will be used by the students in their experimental work in the laboratory, etc.

II. More advanced metalwork, such as shaping sheet steel, brass and copper with hand tools. Filing and finishing. Tinplate working and soldering. Scientific apparatus selected from the following:—Test tube holders. Funnel stands. Burette stands. Pipette stands and racks. Suspended magnet. Angle mirrors. Optical bench. Galvanometer. Apparatus for proving Boyle's law. Models of undershot and overshot water wheels. Geometric models in tinplate or wire.

III., IV. Brazing and hard soldering. Metal turning and screw cutting in the lathe. Method of calculating change wheels. Scientific apparatus selected from the following:—Bar and gauge for demonstrating expansion of metals. Compound bar. Ferguson's apparatus. Apparatus showing the relative conductivity of wood and metal. Ring and ball; Apparatus to demonstrate the relative conductivity of copper, brass, iron and zinc. Pneumatic trough. Apparatus to demonstrate laws of reflection of light from plane mirrors. Leyden jar battery. Wheatstone bridge. Differential air thermometer. Sonometer. Hygroscope. Photometer. Tangent and astatic galvanometers. Induction coil for telephone. Transmitter for telephone. Electric bell. Wireless apparatus.

AGRICULTURAL COURSE.

III., IV. Construction of joints in common use for various purposes such as:— Half-lap, T halving, dovetail halving, mortice and tenon, dovetail, etc. Jointing-up, matching, ploughing and tongueing. Construction of farm appliances, conveniences and buildings. Construction of gates, doors, wooden outhouses, barns, etc. Construction of wooden dwellings—models to be made to scale with enlarged details. Soldering and sheet metal working.

Various methods of uniting metals with tinman's solder; the use of fluxes.

Use of simple hand tools in metal working. Cold rivetting. Use of stocks and dies. Method of joining pipes by screwed joints, use of sockets, T's, springs, elbows, unions, etc. Hardening and tempering steel. Case hardening.

MECHANICAL DRAWING SYLLABUS.

I. Manipulation of mathematical instruments. Plans and elevations of simple solids such as cube tetrahedron, prisms, pyramids, cylinder, cone and sphere in elementary positions relative to the co-ordinate planes. Sections, sectional plans and elevations. Simple isometric projection. Construction and use of plane scales. Drawing familiar objects in orthographic and isometric projection. Construction of polygons and ellipses.

II. More advanced plans and elevations, spheres and cones in contact, groups of solids, sections. Change of ground line, new plans and elevations. True shapes of sections. Developments. Simple mechanical drawing such as machine and architectural details. Further plain scales, scale of chords.

III. Ellipse, parabola, hyperbola, tangents and normals. Cycloid curves, tangents and normals. Archimedean spiral, helix. Further sections, inclined planes and elevations. Projection of points and lines. Horizontal projection. Finished drawings of engineering and architectural type.

IV. Construction of cams, paths of points in linkwork. Practical draughtmanship, inking in, colouring and tracing. Oblique planes, interpenetration of solids, development of surfaces. Screw threads. Oblique projection.

DOMESTIC SCIENCE.

To train the girls in all matters connected with the home is the essentially practical object of this course. For this reason they study foods, the chemistry of foods and elementary physiology; they practice the cooking and preparation of foods; they are taught laundry work and receive lessons on the choice, purchase and care of clothing. Matters so intimately connected with the home as the site, ventilation, drainage and water supply of a house receive attention, while its cleaning and furnishing are not neglected. The Laws of Health, Home Nursing, and First Aid also form part of the Four Years' Course. The equipment is such as to allow of individual practical work being done whenever it is necessary in the kitchen, laundry, and sewing room.

I. Cookery:

Theory—Digestion: Object of digestion and assimilation of food. General principles of cookery. Choice, purchase, and use of foods. Object of cooking food and the effect of heat on the various food stuffs. Food value of proteids, fats, carbo-hydrates. Various parts of meats, objects and methods of cooking same. Vegetables—their value as a food and the various methods of cooking.

Practical Instruction includes the management of stoves, cleaning of same, lighting and managing the fire, regulating heat, etc.; scullery work; washing up, cleaning cooking utensils, wood-work and care of kitchen; cooking of meat, vegetables, soups, stock, puddings, pastry, cakes, breakfast and luncheon dishes.

Laundry.

Utensils required for Laundry purposes, care and preservation of same. Preparation and sorting clothes for wash. Washing, drying, damping, folding. Making raw and boiled water starch and starching. Washing white clothes, prints, woollens. Ironing table-linen and other household articles. Ironing starched clothes, dresses, etc. Ironing sun hats. Starching and ironing collars. Washing and ironing silk and lace.

Sewing.

Patching on print, flannel, calico. Darning—Stocking-web, hedge tear, cross cut. Practical mending. Knitting—Cap, scarf, baby's singlet. Sewing on tapes and buttons, button-holes, sewing in gussets, marking. All stitches required in plain sewing. Cutting out yoked pinafore and slip bodice.

II. Cookery:

Theory: Functions and classification of foods. Nutritive constituents and relative values of foods. Amount of food required in health. Preservation of food.

Practical Instruction includes the preparation and service of a four-course dinner and the estimate of cost.

Cakes, biscuits, pastry (short crust and puff), entrees, soups, fish, salads, cool drinks, invalid and breakfast cookery, jam and bread making, jellies and creams, icing.

Laundry.

Chemical composition of materials required in Laundry work. Recipes for the removal of stains, tea, coffee, fruit, wine, mildew, iron mould, ink and paint stains. Cleaning gloves and light coloured materials. Cleaning black and white straw hats, furs, etc. Cleaning dark-coloured materials, coats, vests, etc. Goffering and crimping. Ironing a sun hat. Starching and ironing a shirt. Washing art work, velveteen, etc.

First Aid and Home Nursing.

Roller bandaging, padding, splints. How to act in cases of emergency. Care of the sick in their own homes. Preparation and management of sick room. Ventilation and temperature of sick room. Disinfection—Precautions to be taken in infectious diseases. Bed-making—Changing sheets. Preparation of fomentations and poultices. Diet for the sick—Liquid diets and diets for convalescents.

Sewing.

Care and management of sewing machine. Use of tucker, gatherer, hemmer. Cutting out and making a plain apron. Cutting out and making one article of underclothing. Practical mending.

III. Housewifery including housework in all its branches. Recipes for making pastes, polishes, floor stains, etc., and application of same. Cleaning brass, silver and steel, and care of same. Necessity for regular and methodical cleaning. Arrangement of week's housework. Distribution of work in various sized houses, with and without paid labour. Duties of servants. Income and expenditure—apportioning the income in housekeeping with the best results. Arrangement of tables for different meals and duties of waitresses. Equipment and care of dining room, pantry, store-room. Equipment and care of linen cupboard. Drainage for town and country houses. Ventilation—Composition and impurities of air. Properties and principles of clothing: choice and purchase of same.

Sewing.

Hem stitching—Appliqué work—Stencilling.

Millinery.

Making bows in paper and muslin. Lining, binding, and trimming a hat. Making and covering various shapes of hats and bonnets. Stitches used in millinery.

IV. Health of the House.

Choice and aspect for buildings. Home decoration—furnishing. Water in relation to life. Bacteria in relation to housekeeping. Ventilation—Quantity of air required in inhabited rooms. Personal and family hygiene. Care of infants. Bathing—dressing—feeding—teething—clothing. Artificial feeding—care of bottles. Diet for various ages. Rules for feeding little children.

Sewing.

Instruction in drafting, cutting out, and making plain bodices, blouses and skirts, taking measurements—adapting patterns to different modes.

ART.

The first aim of the Drawing Course is to cultivate the observation of the student, to quicken his eye and to train him to give ''expression'' to that observation, to induce him to study nature on his own account, and to stimulate his love of the beautiful. Care is taken to allow the student to express his observation rather than to force upon him the ideas of the Master. This method moulds and strengthens the individuality of the student and brings ''character'' into his work. The classes in the Upper School are selected by examination, and only those showing aptitude are encouraged to take the full course of study. Special attention is given in the Upper School to those students who intend to take up the teaching profession, all the branches of the Primary School Curriculum being exhaustively studied.

I. The representation in pencil and charcoal of simple common objects. The drawing of plant forms in pencil and water colour: studies of butterflies, birds, etc. Pattern-making based on the plants studied.

II. The representation in pencil, pen, and charcoal, of simple groups of common objects. Studies of plant forms, butterflies, birds, etc. Geometrical designs based on plant forms.

III., IV. The representation in pencil, charcoal, and water colour of groups of still life. Studies of plants, animals, birds. The application of plants studied to stencil designs, embroidery designs, wood carving, and repoussé work.

MUSIC.

On the technical side, the aim of the work is to secure proper methods of breathing and voice using, and to give a limited amount of sight reading from staff and sol fa with occasional ear tests. On the aesthetic side every effort is made to arouse interest in the best music. National songs in unison and in two parts, unison songs by the great composers, e.g., Brahms, Schubert, Purcell, and some of the best compositions by modern English composers—Elgar, Cowen, Walford-Davies, etc.—are used. An endeavour is made to extend the interest of the class beyond the horizon of vocal part songs by giving short talks on musical history, outlines of form in music, instruments of the orchestra and such subjects.

APPENDIX.

Facsimile of Entrance Form.

Perth Modern School.
(State Secondary School).

FORM OF APPLICATION FOR ENTRANCE.

1. Full name of Candidate..
(Kindly underline Christian name by which the child is usually known.)
2. Date of Birth..
3. Last School attended..
4. Standard last passed (in State School)..
5. Examination Distinctions (*e.g.*, "Adel. Jun., 1910, in five subjects, credit in Algebra ")
....
6. State whether the Candidate has studied any of the following subjects, and if so, to what extent,—Algebra, Geometry, French, German, Latin, Greek, Physics, Chemistry. (Mention other subjects if thought desirable)...
....
....
7. What is the probable future occupation of the Candidate ?...................................
8. For how many years is the Candidate likely to remain at the School?........................
9. Has the Candidate ever suffered from a serious illness ?......................................
10. Is the Candidate physically defective in any way ? *e.g.* deaf, shortsighted, subject to fits ?..
11. Religious Denomination (required for Statistical purposes)...................................
12. Occupation of parent or guardian (required for Statistical purposes)........................
13. Full name of parent or guardian...
14. Address ....
15. Signature of parent or guardian...

Important.—This application must be accompanied by a Certificate of Industry and Good Conduct from the Head Teacher of the School last attended.

J. PARSONS, M.A.,
Headmaster.

Address :—Modern School, Subiaco.

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